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ABSTRACT

The faculty development program of a department at a predominantly black university in the South Atlantic region of the United States (identified by the pseudonym Reed University) was studied. The purpose was to identify the extent to which the principles and practices of adult education are applied within the faculty development effort; to describe the knowledge of, attitudes toward, and experience with the principles and practices of adult education; to identify the problems and issues surrounding their implementation; and to make recommendations concerning the use of principles and practices of andragogy within the context of higher education faculty development. Six data collection methods were used (literature review, interview, critical incidents, observations, documentary review, and program data inventory). Based on study findings, several recommendations are made, including the following: (1) collegiate faculty development programs should implement and pay close attention to a specific set of principles and practices; (2) there should be a clear description of faculty development effort; (3) faculty development should include dialogic learning; and (4) faculty development programs should provide opportunities for administrative development. Indications are that the collegiate workplace could be enhanced if concepts of adult education were more fully implemented. Contains 27 references. (Author/SM)

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ABSTRACT

PRINCIPLES OF ANDRAGOGY IN COLLEGIATE FACULTY DEVELOPMENT

Moore, Janet R.

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The faculty development program of a predominantly Black university in the South Atlantic Region of the United States was examined in order to find out if collegiate faculty development programs utilized the principles and practices of andragogy. The problem that this study addressed was the lack of information about how, or even if, collegiate faculty development programs utilize the concepts of adult education. More specifically, the purpose of this study was to examine the faculty development program of a university department in order to (1) identify the extent to which the principles and practices of adult education are applied within the faculty development effort; (2) to describe the knowledge of, attitudes toward, and experience with the principles and practices of adult education; (3) describe the problems and issues surrounding the implementation of adult education principles and practices that occur in this particular setting; and (4) make recommendations concerning the use of principles and practices of andragogy within the context of higher

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education faculty development.

Qualitative research methods were used to obtain necessary data. These methods included literature review, interviews, critical incidents, observations, documentary review, and program data inventory.

Findings indicate that the principles of learning for action and problem posing/solving were not used at all. Principles used somewhat were self-direction and empowerment, use of learners' experience, and critical, reflective thinking. Principles of climate of self-respect, collaborative mode, and participative environment were used often. According to the findings of this study, however, the collegiate workplace is not aware of the use of principles and practices; most instances of use were accidental. Further, findings concur with the literature that such factors as the facilitator, methods of instruction, and adults' commitments can facilitate or impede learning.

The literature and findings of study indicate that the collegiate workplace could be enhanced if concepts of adult education were more fully implemented; recommendations were based on these findings. Areas for future research are included, and are also based on the findings of this study.

Descriptors: faculty development, inservice education, model, program development, program design, organization and administration, adult education, needs assessment, evaluation, budget

Principles of Andragogy in Collegiate Faculty Development

This paper consists of the conclusion and recommendations of a dissertation project. At the request of the administration to conceal the name of the university which was actually studied, Reed University was selected as a pseudonym because Reed is my maiden name. The Learning Center was selected as a pseudonym for the department that was actually studied because there are many such names in the country. Reed University is a predominantly Black university in the South Atlantic Region of the United States. The student body consists of approximately 12,500 students.

The intent of the dissertation study was to examine the principles and practices of adult education in the context of the collegiate faculty development program of the Learning Center at Reed University in order to make research-based recommendations. The problem that the dissertation addressed was the lack of research-based information concerning factors that impede or facilitate learning in faculty development in the context of the collegiate workplace. In addition, there is a dearth of information concerning attitudes toward, experience with, and problems and issues surrounding adult education concepts.

To obtain data necessary for this study, six data collection methods were used: literature review, interview,

critical incidents, observations, documentary review, and program data inventory. The findings from these data collection methods indicate that some andragogical principles are used more than others. Principles and practices concerning the climate of respect, collaborative mode, and participative environments, for example, were used frequently. Principles regarding self-direction and empowerment, learners' experiences, and critical and reflective thinking were rarely used. Principles and practices concerning learning for action and problem-posing and problem-solving were not used at all. Further, findings indicate that some factors like a positive perception of facilitator and small group settings enhanced learning, while others like the lack of prior experience with content, personal commitment, and attitude impeded learning.

Study questions were raised in the first chapter of the dissertation that helped to frame the research that yielded these conclusions. These questions are as follows:

1. Is the collegiate workplace aware of the principles and practices of adult education?

2. If the collegiate workplace is aware of principles and practices, are they implemented, and if so in what way?

3. Are andragogical principles included in the faculty development program?

4. Can the collegiate workplace be enhanced if concepts of adult education formulated over the past fifty years were ultilized?

5. Has the collegiate workplace developed its own principles and practices?

These are good questions because their answers act as a means to summarize the findings, as a test for the guidelines that Owens (1982) lists to insure that research findings are reliable and adequate, and as a means to draw conclusions about the findings. The answer to these questions and their explanations follow.

1. Is the collegiate workplace aware of principles and practices of adult education? The findings of this study indicate that most of the key personnel who participated in this study are not aware of the principles and practices of adult education. Without an awareness of principles and practices of adult education, however, key personnel did implement certain features of andragogy in program design. There was evidence, for example, that contractors/consultants used some workshop titles or materials that motivate reflective thinking. Such titles include "Critical Thinking and the Developmental Student" and "The Problem with Motivation." There was also evidence of such principles as the personal defining and redefining of goals.

Faculty reacted positively to a feeling of respect and negatively when they thought that there was no feeling of respect. A collaborative mode was widely used, but faculty was not aware that such a tenet of adult education existed.

Many faculty members are self-directed learners, but self-direction is not an aim of faculty development. Many

faculty members also engage in projects, but not under the auspices of faculty development. Evidence of self-directed and experiental learning is apparent in the fact that faculty members are developmental educators, but no faculty member has a degree in developmental studies. Each faculty member has had to train himself or herself in developmental studies. Such training occurred through professional reading, conferences, seminars, and workshop participation, and research.

There were times when experiences were used in the context of faculty development, but such was not the plan of faculty development. Learning experiences were not used as points of departure. Similarly, critical thinking may occur accidentally in faculty development programs, but again, this is not a planned or anticipated outcome.

The exact answer to this question is that the collegiate workplace is not aware of principles and practices of adult education, and any usage is accidental.

2. If the collegiate workplace is aware of principles and practices, are they implemented, and if so, in what way? Again, the collegiate workplace is not aware of the principles and practices of adult education, and any implementation happens without plan.

3. Are andragogical principles included in the faculty development program? Yes, there are some andragogical principles included in the faculty development program at the Learning Center. These principles, by accident and not

by program design, include collaboration, participants' input in planning and implementing program, some creativity some self-directed learning, and some use of the learners' experience. For this school year, a needs assessment in the form of a critical incident exercise was done at the beginning of the semester. It was patterned after Brookfield's (1986) suggestion. The incidents were analyzed by a committee, and as Brookfield suggested, an "Inventory of Staff Development Needs" was compiled. This list included the problems that were identified and a list of probable activities. Further, Brookfield's guidelines for activities were incorporated in the framing of activities:

> 1. Staff development exercises should concentrate on developing specific skills, not on acquainting participants with bodies of abstract knowledge.
>
> 2. The exercise should develop identified skills in real life settings.
>
> 3. The training sessions should be participatory.
>
> 4. The training exercise should allow for frequent, but informal, formative (that is, ongoing) evaluation. (p. 255)

Faculty members were involved in the entire process, but there is little evidence as of yet that faculty has "bought into" the faculty development effort. One faculty member did point out, however, that having faculty members in charge of the faculty development effort was good. This practice was not implemented before this school year.

4. Can the collegiate workplace be enhanced if concepts of adult education formulated over the past fifty years were

utilized? There are indications that faculty development could be enhanced if concepts of adult education were used. The literature review, for exmaple, revealed that some concepts make programs successful and encourage adults to participate. In the recommendations that follow, evidence is cited that asserts the positive effect that an inclusion of exemplary principles and practices can have for faculty development. Poor morale, nonproductivity, counterproductivity, and need for personal and professional development are cited as evidence that the collegiate workplace can be enhanced by using exemplary principles and practices of adult education.

5. Has the collegiate workplace developed its own set of principles and practices? There are no indications that the collegiate workplace has developed its own set of principles and practices.

Based on findings (which are elaborated upon in the dissertation and presented in Chapter IV), the following are research-based recommendations.

Recommendation 1. That collegiate faculty development programs implement the following set of principles and practices:

1. Adult education programs should have a climate of respect. The room should be arranged so small group interaction is possible. Chairs should be designed for adults, and as much as possible, traditional classroom settings should be avoided. The social climate should be

supportive of adults; the roles between facilitator and participants should be interchangeable. The use of names should be consistent; either all are referred to by surname or all are referred to by first name. And most important, learners should not be patronized or infantilized by a domineering facilitator.

2. Adult education programs should have a collaborative mode. Participants should be involved in decision-making, design, and implementation of program; their input should be apparent. Learners should participate in the evaluation of their learning experiences, and they should also have equal status in diagnosing their needs.

3. Adult education programs should help learners achieve self-direction and empowerment. Learners should be able to define and redefine personal objectives within the context of staff development. Learners should be able to use program content for their personal and professional benefits. Because of a computer workshop, for example, a learner may decide to use the computer for personal budgets or use the knowledge gained from a writing seminar to develop a proposal that would lead to new career opportunities. Participants should also be encouraged toward self-directed learning.

4. Adult education programs should utilize learners' experiences. The program developer should consider the extent to which learners' experiences can be used as points of departure, and the curriculum should be innovative enough

to allow the facilitator to tap these experiences. The facilitator should find ways to get participants to get to know each other if they do not already.

5. Adult education programs should foster participative environments. Learners should help to structure the learning environment. Learners can, for example, discuss and decide upon methods to be used for workshops and staff development sessions.

6. Adult education programs should foster critical, reflective thinking. Participants in adult education programs should be helped to examine their cultural and organizational assumptions. They can be helped to understand and evaluate their value systems, norms, and philosophical and psychological asssumptions. Experiential methods, e.g., case study and role play, can help foster critical, reflective thinking.

7. Adult education programs should foster learning for action. Programs for adults should foster decision-making, and participants should be encouraged to plan strategies for action. Learning for action can include economic, social, and political activities and topics.

8. Adult education programs should foster problem-posing and problem-solving. As much as possible, information should be related to the real life problems of learners. Adult education programs should emphasize problem-posing and problem-solving, and there should be evidence of critical reflectivity.

Rationale. Even though all of the widely accepted principles and practices of adult education were not implemented in the faculty development effort at Reed University, the literature and the findings of this study indicate that these principles and practices can and should be incorporated in staff development efforts. The staff developer should find that faculty members become more interested and motivated to participate in staff development when exemplary principles and practices of adult education are used.

Recommendation 2. That collegiate faculty development efforts pay close attention to the following principles:

Principle 3. Adult education programs should help learners achieve self-direction and empowerment.

Principle 4. Adult education programs should utilize learners' experience.

Principle 6. Adult education programs should foster critical, reflective thinking.

Principle 7. Adult education programs should foster learning for action.

Principle 8. Adult education programs should foster problem solving.

Rationale. Even though principles number 3, 4, and 6 were seldom used and principles 7 and 8 were not used at all, the literature suggests that these princples concerning self-direction, empowerment, the use of learners' experience, and critical reflectivity have merit.

Knowles (1980), Brookfield (1986), Mezirow (1984), Kidd (1973), and Tough (1979), just to name a few, advocate the use of andragogical principles to inform practice. These scholars advocate these principles, for the most part, to benefit the individual by facilitating adult learning. However, if included in the faculty development effort, self-direction, empowerment, experiential learning, and critical thinking can also benefit the institution.

Further, since the workplace climate emerged as a new category, and since this climate reduces positive work relations, the culture and climate of the institution could be improved. Faculty development ought to be the vehicle through which faculty examine and transform perspectives about themselves and the institution.

In addition to being beneficial to the individual, learning for action can be used to benefit the institution. As conscientization results from problem posing/solving and learning for action, it is not likely that faculty will have the same anxieties for freedom that Freire (1970) describes as a result of conscientization among South American masses:

> Just as there is a moment of surprise among the masses when they begin to see what they did not see before, there is a corresponding surprise among the elites in power when they find themselves unmasked by the masses. This two-fold unveiling provokes anxieties in both the masses and the power elites. The masses become anxious to overcome the silence in which they have always existed. (p. 38)

While there is some comparison between the collegiate workplace and the South American community that Freire

describes here, it is unlikely that power struggles among faculty, university, and community will occur as a result of conscientization. It is more likely that praxis will occur as Brookfield (1986) defines it:

> This process centers on the need for educational activity to engage the learner in a continous and alternating process of investigation and exploration, followed by action grounded in this exploration, followed by action, and so on. This notion of praxis as alternating and continuous engagements by teachers and learners in exploration, action, and reflection is central to adult learning. (p. 14)

Praxis will help to revitalize faculty, thereby benefiting both the individual and the institution.

Another more concrete reason for faculty development efforts to foster learning for action and problem posing/solving is that these principles in turn foster creativity and productivity. In the collegiate workplace, merit and tenure are largely determined by publishing, and a lack of publishing indicates a lack of productivity. This behavior is passive and maladaptive; Martinko and Gardner (1982), in their discussion of learned helplessness, look to Argyris for a description of passive and maladaptive organizational behavior:

> Passive and maladaptive organizational behavior resulting from properties of the organization and its environment has been described by a number of organizational theorists. Argyris (1975), for example, argues that there is an incongruency between the needs of individuals to become healthy and mature and the properties of modern bureaucracies such as formalization, standardization, and rigid rules. Over time, he argues, employees become shaped by the organization and are unable to demonstrate creative and mature behavior even when it is desired

and rewarded. (pp. 195-204)

To overcome passive and maladaptive behavior, faculty development could provide the vehicle first of all to identify this problem, next to examine strategies, then to select and implement strategies, and finally to evaluate outcome.

Perhaps more familiar to faculty than concepts regarding organizational behavior, problem posing/solving, and conscientization, are inventories that, while addressing real life concerns, involve some critical thinking and perhaps some action. Jones and Lowe (1982) present the following questions whose answers incorporate some of the principles and practices of adult education:

1. What have you done to foster your own professional growth this year?

2. What plans do you have for the coming year?

3. Which in-service sessions were most helpful?

4. How do you combine the student's life experiences in his or her work?

5. How do you make the learning center's atmosphere warm and accepting?

6. How is the room arranged for student interaction?

7. What materials have you developed that you could share with other teachers?

8. What help do you need and what help can you give others?

9. What community resources have you used this year?

10. What do you like about your work? Dislike?

11. What are your strengths as a teacher? (pp. 59-71)

The authors suggest that such questions could be distributed at the beginning of the school year and returned mid-semester. These questions appear non-threatining. Further, these questions are similar to growth contracts in which the faculty members diagnose their own needs, plan learning activites, and evaluate their progress.

Recommendation 3. That there be a clear description of the faculty development effort.

Rationale. Documentary evidence and researcher's knowledge about this institution prior to study indicate that faculty members have an active role in program planning. Findings reveal, however, that faculty members have sponsored and chaired conferences, in which suggestions for professional growth emerged and in which needs assessment was done. Further, faculty have facilitated conferences, seminars, and workshops; they have also been primary presenters. Faculty have received travel funds, sabbatical, and teaching awards. Yet, many do not know what faculty development is or that they are active participants. A comment like "we really don't have a faculty development program here," indicates a lack of awareness of faculty development.

What would an awareness and an articulation of the faculty development effort mean for faculty members? First it would mean that faculty development is a real educational

program, and as such, practitioners would strive to facilitate adult learning. Second it would mean that practitioners would plan faculty development programs that facilitate personal and professional growth. Principles and practices of adult education would be included in program design and in the organization and administration of program. The result would be content, method, material, activities, and management style appropriate for andragogy.

Recommendation 4. That faculty development include dialogic learning.

Rationale. Mezirow (1985) says that dialogic learning allows people to learn "what is valid in the assertion of others," and to "gain credence for the validity" of their own ideas (pp. 17-29). He goes on to say the following:

> Through dialectical reasoning and argumentation, consensual judgments become possible. The purpose of dialogic learning is not to establish cause-effect relationships but to increase insight and understanding through symbolic interaction. Action is communicative rather than instrumental. (pp. 17-29)

There are several reasons that faculty members should be engaged in dialogic learning. One is that dialogic learning is another way of facilitating critical reflectivity about values, assumptions, and norms. Faculty hold perceptions about themselves, each other, and the institution; there are times when these perceptions are counterproductive. This counterproductivity is apparent when faculty members do not participate in activities and discussions because of others' attitudes. Another reason that dialogic learning should be

fostered in the collegiate workplace is that faculty need to have credence for the validity of their own ideas and they need to be in contact with others so they can establish a basis for consensual judgments.

In addition to critical reflectivity of philosophy and theory, faculty need to be involved in dialogue (not so much with the idea in mind of finding answers to problems, although this might happen) about societal directions that will influence higher and continuing education. Apps (1980) lists the changing population structure, inflation, consumer movements, status of women, politics, and the mood of society as influences on education. What better ways for faculty to be aware of implications that these societal directions will produce than by dialectic reasoning and argumentation.

Recommendation 5. That facilitators be selected on the basis of their experience with adults or on the basis of their knowledge of principles and practices of adult education. Since this information about facilitators may be hard to ascertain, the faculty could compose a handbook or a fact sheet about themselves and forward same to facilitators. There is a sample fact sheet in Recommendation 9.

Rationale. It is a widely held conviction that adult education practitioners understand, appreciate, and respect the "adult experience," and act in ways that are instrumental in facilitating adult learning. The findings

of this study indicate that the facilitator can enhance or impede learning.

Recommendation 6. That administrative policies regarding funding, conference travel and participation, merit for participation in faculty development, and administrative support be established.

Rationale. The findings of this study indicate that faculty and administrators are concerned about the lack of funds for faculty development. Funds for sabbatical, which account for the largest amount of money spent on faculty development, are the only funds which are basically assured. There have been times, however, when there has been talk of freezing sabbaticals. Fiscal contraints that affect the faculty development effort indicate a lack of administrative support. Even though administrators would not say that they do not support faculty development, their lack of support is evident in lack of funds.

Faculty want policies regarding conference travel and participation. Since conferences are a means of sharing ideas and information about things that affect learning and teaching, and since conferences are recognized as appropriate activities for faculty development programs, policies should be established to address the following:

1. Who should attend conferences?
2. How are faculty members selected?
3. Do faculty members share their conference experiences with others? How?

4. What kinds of conferences are appropriate?

5. What happens when choices have to be made?

Faculty members also thought that they ought to receive merit for participating in faculty development. Baldwin (1982) believes that merit should be given for "diverse efforts to diversify careers" (pp. 45-46). It appears appropriate for faculty to receive recognition of some sort for efforts to improve their personal and professional lives.

Finally, administrative support should be apparent for faculty development efforts. Baldwin (1980) and Anderson (1978) are among those critics who believe that administrative support strengthens the faculty development program. In addition to funding, administrators can dialogue with faculty, provide forums for different activities, use their resources for publicity, and attend faculty sponsored programs.

Recommendation 7. That faculty development programs provide opportunities for administrative development.

Rationale. Administrators and faculty felt that faculty development programs should provide opportunities for faculty members to have administrative experiences. Leadership emerged as a new category. Faculty can gain appreciation for other roles, gain and improve management skills, and prepare for career changes.

Recommendation 8. That learning contracts be used for faculty members who elect not to participate in the formal

faculty development program and that learning contracts be used for faculty members who wish to receive merit for their individual faculty development-related activities.

Rationale. The findings of this study indicate that not all faculty wish to or are able to participate in the formal faculty development effort. The literature indicates that the learning contract is a viable means for adult learning. Knowles (1980), for example, advocates the learning contract, while Bauer (1985) reports that the learning contract is employed for the second year of course work for the AEGIS program at Columbia University. The learning contract should include objectives, resources and activities, schedule, and criteria for evaluation. If the learning contract is to substitute for participation in the faculty development program, objectives for the learning contract should be the same or comparable to those of the program.

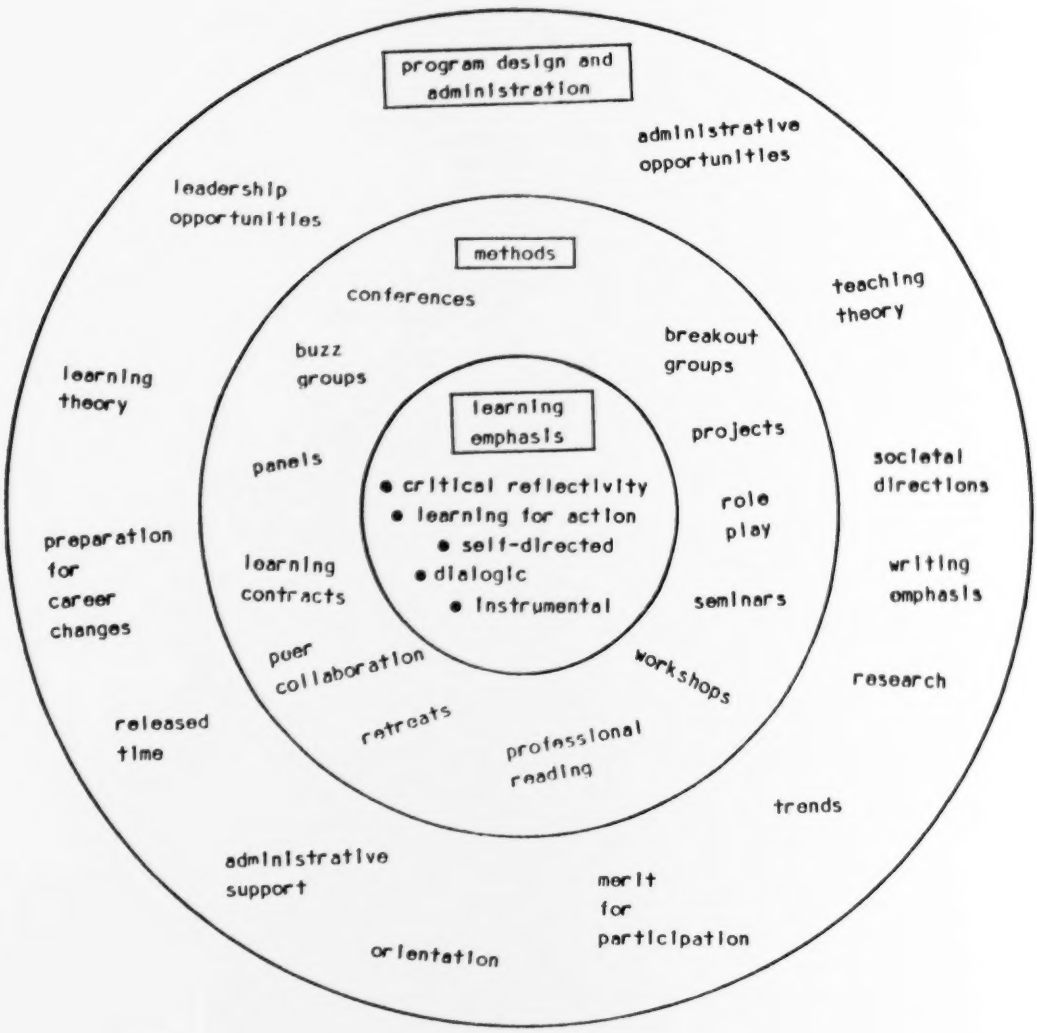
Recommendation 9. That the faculty development program for collegiate faculties be modeled after the one in Figures 1 and 2, and that implementation be modeled after material that follows these figures.

Rationale. The findings of this study and the literature indicate that widely accepted principles and practices and program models can be combined and integrated. The works of many critics who address adult learning, principles and practices of andragogy, program models, approaches to faculty development, and appropriate program

forms were discussed in the dissertation study. Included in these writers are Anderson (1978), Baldwin (1982), Bille (1982), Bolam (1982), Brookfield (1986), Centra (1977), Edelfelt (1975), Hudgeons (1980), Knowles (1980), Norbert (1973), Pellino (1981), Stordahl (1982), and Szczypkowski (1982). The following program model and materials that appear on the next eight pages, therefore, appear to be a logical approach to collegiate faculty development.

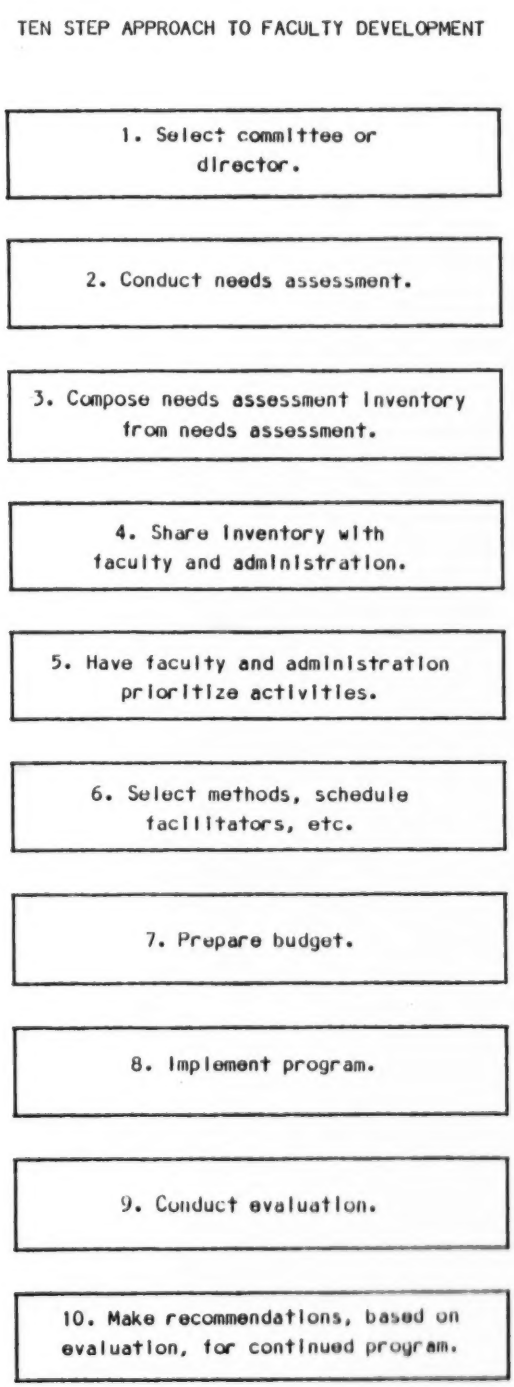
Figure 1

ALTERNATING, CONTINUAL, INTEGRATED
MODEL FOR COLLEGIATE FACULTY DEVELOPMENT



(source, author)

Figure 2


TEN STEP APPROACH TO FACULTY DEVELOPMENT
1. Select committee or director.
2. Conduct needs assessment.
3. Compose needs assessment inventory from needs assessment.
4. Share inventory with faculty and administration.
5. Have faculty and administration prioritize activities.
6. Select methods, schedule facilitators, etc.
7. Prepare budget.
8. Implement program.
9. Conduct evaluation.
10. Make recommendations, based on evaluation, for continued program.

(source, author)

Needs Assessment

Think back over the last six months and identify a work-related incident that you remember as one that caused you the greatest discomfort, pressure, or difficulty. Write down, in no more than half a page, the following details about the incident: (a) when and where it occurred; (b) who was involved (roles rather than personalities may be used here); and (c) what was so significant about the incident as to cause you problems (Brookfield 1986, p. 252).

Sample Needs Assessment Inventory

(suggested by Brookfield, 1986)

Problem	Indicators
Drop-outs	- concern about stuents' withdrawing - grades - high failure rate
Lack of communication	- lack of information about students - need for direct and specific information - concern about misunderstanding others
Faculty morale	- peer evaluations - merit increases - disregard for experience of faculty
Need for improved procedures	- overcrowding of labs at end of semester - no time to give individual attention

As a first step in addressing these problems, we might consider the following:

Drop-outs

1. Form a committee to design a survey instrument to be administered to drop-outs.

2. Administer instrument.

3. Have series of four one half hour sessions in which we learn, practice, and observe academic and personal counseling skills.

Lack of Communication

1. Form committee to review information process.

2. Have brainstorm session about getting information about participants.

Faculty Morale

1. Form committee to investigate ways to improve faculty morale.

2. Address issues like merit raises, evaluations, and relationships, that could improve morale.

3. Have a faculty retreat.

Need for Improved Procedures

Form committee to review current laboratory procedures and make recommendations.

Sample Fact Sheet for Facilitators

Thank you so much for consenting to address our faculty on _____. We have composed the following fact sheet about our faculty and would like to share it with you.

1. We have _____faculty members.

2. Our discipline is _____.

3. Most of us have _____degrees in _____.

4. Our ages range from _____to _____.

5. Our academic interests are _____

_____

_____.

6. Some of our recent accomplishments are _____

_____

_____.

7. Some of our vocational and recreational interests are ___

_____

_____.

8. We bring our brown bags to lunch sessions and provide coffee and tea.

9. The setting for our meetings is in a laboratory that has small group seating arrangements.

10. We are an informal group and prefer to address each other on a first name basis.

In addition to this information about us, we are enclosing a set of principles and practices for adult education programs that may be of some use to you. Our evaluation form is enclosed for your perusal, but if you have another that you would like to use, please feel free to do so.

We look forward to your presentation.

Budget Considerations

1. Facilitators _____
2. Materials (printing, courses, postage, etc.) _____
3. Secretarial time spent on program _____
4. Administrative time spent on program _____
5. Released time for faculty _____
6. Sabbatical _____
7. Conference participation _____
8. Amenities (refreshments, etc.) _____
9. Accommodations _____
10. Phone _____
11. Awards, etc. _____

Summative Evaluation

1. Which of the faculty development sessions did you think was most helpful? Why?
2. Which session did you think was the least helpful? Why?
3. What recommendations do you have for next year's faculty development effort?
4. Other comments.

Formative Evaluation

Please make any comments about today's faculty development session that you want the Faculty Development Committee or the facilitator(s) to know:

Acceptance of Recommendations. The findings of this study appear to support the literature: the absence of some principles and practices and the accidental inclusion of other principles and practices indicate that faculty development efforts could be more beneficial if generally accepted principles and practices were included in program development, administration, and organization. If these recommendations are accepted and implemented, the following needs identified by Bland (1980), Bille (1982), Baldwin (1982), Jalbert (1980), O'Toole (1977), and Peterson (1980) will be addressed:

- Increase learning opportunities;
- Motivate and inform faculty;
- Integrate work with faculty development;
- Make the collegiate setting a more successful business;
- Make faculty developoment an integral part of the university; and
- Have an up-to-date faculty.

Meeting these needs will help to assure faculty vitality.

AREAS FOR FUTURE RESEARCH. Findings of this study indicate that there is little awareness of the concept of andragogy and the principles and practices of adult education. Unknown to faculty and administrators, however, they implemented some principles and practices in the collegiate workplace faculty development program. These

principles and practices include the collaborative mode and atmosphere of respect. Included to a lesser degree was critical reflectivity and self-direction. Not used at all were principles and practices concerning action for learning and problem posing/solving. Factors that facilitated learning were small group settings, positive relationships with facilitators, and prior knowledge of subject. Factors that impeded learning included negative perceptions of facilitator, too many personal commitments, perceptions about attitudes, and not enough time.

In spite of the conclusions and research-based recommendations concerning collegiate faculty development, there are still areas of research to be considered. One of these areas centers around the need for some nation-wide statistics on the amount of money spent on faculty development. These statistics (probably staggering in their amounts) would then move practitioners and administrators to consider seriously faculty development as a viable educational program; even more practical, a knowledge of the large amounts of money spent on faculty development would demand program accountability.

There is very little research on the organization and development of faculty development programs. It seems as though faculty development programs just occur. Since organization and administration affect program, there should be more research in this area.

Another area of research concerns the results of a

well-conceived and well-managed faculty development program. What are the results? Are theory and practice congruent? Are faculty better instructors? Do faculty members feel better about themselves?

There is reference in this study to organizational behavior. Many key personnel in the collegiate workplace seem to bristle, however, about the possibility of managing a college or university like a business. Even so, are there organizational or business practices that can help to motivate and educate faculty?

This study suggests that faculty development programs provide more opportunities for critical thinking, problem posing/solving, and learning for action. What does learning for action mean for faculty? Is learning for action in the collegiate workplace talking about issues? There needs to be more research in this area. More needs to be known about this faculty and about how to implement these features of adult education.

Faculty and administrators indicated that more leadership and administrative opportunities should be available for faculty. More research is needed to determine if there is a distinction between leadership and administration, and which of these faculty really wants.

Finally, the whole concept of the faculty development center needs to be carefully examined. Do such centers work equally well in urban and rural settings? Are practitioners skilled enough to establish faculty development centers?

Ongoing research regarding the educational program for college and university personnel will be beneficial.

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